
Tools to Plan Support

— Webinar #5 May 10, 2022 —

Brought to you by...



Utah Department of
Health & Human Services
Services for People with Disabilities



*a project
of the*



Utah Parent Center



Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
UtahStateUniversity.

Why a Webinar Series on Person-Centered Planning?

- Want to connect waitlist families to resources and support OUTSIDE DSPD that can be accessed while waiting
- Provide information and practice on Person-Centered Planning, as it is a core element for those receiving DSPD services
- Focused on the needs and wants of the person
- Allows control over their own life by directing the process to the extent they can
- Shown to have positive outcomes

Person-Centered Planning Tools for Support

- *One-Page Profile*
- **Charting the LifeCourse tools**
 - *Life Trajectory*
 - *Life Domain Vision Tool*
 - *Integrated Supports Star*
 - Tool for Exploring Decision-Making Supports
 - ***LifeCourse Portfolio: Family Perspective on Employment***
- *Relationship Map*
- Good Day/Bad Day
- **DSPD Employment Pathway Tool**

Webinar Series Format

- Last webinar to provide information today May 10th
- May 24th - Drop-in Session to get questions answered, 1:1 support, etc.

One-Page Profile

- Templates can be found online and the DSPD Person-Centered Planning page
- Can use written words, pictures, icons, symbols
- Can be used multiple ways

The image shows a template for a 'One-Page Profile' form. It is designed with a light green border and a white background. The form is divided into four main sections, each with a teal header bar and a large white box for content. The first section, 'My One-Page Profile', includes fields for 'Your Name Here' and 'Age and Occupation', and a dashed box for a photo. The second section, 'What people appreciate about me', is a large empty box. The third section, 'What is important to me', is also a large empty box. The fourth section, 'How to support me', is a large empty box. The form is presented within a light gray frame.

My One-Page Profile

Your Name Here Age and Occupation

What people appreciate about me

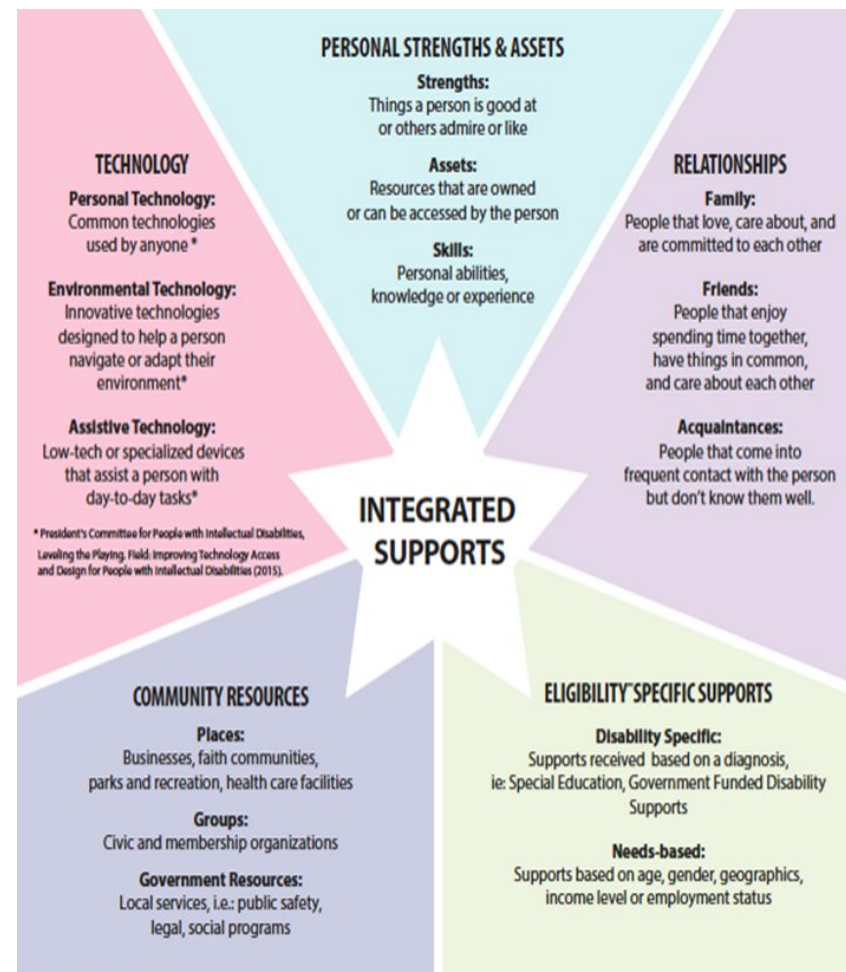
What is important to me

How to support me

Integrated Supports Star

Five Areas of Support

- Personal Strengths and Assets
- Relationships
- Eligibility-Specific Supports
- Community Resources
- Technology



Trajectory Worksheet for Planning

The diagram is a worksheet for planning, organized into four main sections arranged in a 2x2 grid. The top-left section is titled 'Past Life Experiences' in a light blue header. It contains two sub-sections: 'List past life experiences and events that have supported your vision for a good life' (top) and 'List past life experiences that pushed your trajectory toward things you don't want' (bottom). The top-right section is titled 'Moving Forward' in a light blue header. It contains two sub-sections: 'List current or future life experiences or goals that will continue to support your good life vision' (top) and 'List things to avoid that could keep you from your good life vision or lead to what you don't want' (bottom). The right side of the worksheet features two larger sections. The top one is titled 'Vision for What I Want' in a purple header, with the instruction 'List what you want your "GOOD LIFE" to look like'. The bottom one is titled 'What I Don't Want' in a red header, with the instruction 'List the things you don't want or what is NOT a "good life"'. Arrows indicate a flow from the 'Past Life Experiences' section to the 'Moving Forward' section, and from the 'Moving Forward' section to the 'Vision for What I Want' section. A small circle highlights the intersection of the 'Past Life Experiences' and 'Moving Forward' sections, with an arrow pointing from it to the 'Vision for What I Want' section. A dashed line connects the bottom of the 'Past Life Experiences' section to the bottom of the 'What I Don't Want' section.

Past Life Experiences
List past life experiences and events that have supported your vision for a good life

List past life experiences that pushed your trajectory toward things you don't want

Moving Forward
List current or future life experiences or goals that will continue to support your good life vision

List things to avoid that could keep you from your good life vision or lead to what you don't want

Vision for What I Want
List what you want your "GOOD LIFE" to look like

What I Don't Want
List the things you don't want or what is NOT a "good life"

Charting the LifeCourse

Family Perspective on
Employment

2-page Portfolio which
includes:

One-Page Profile

Integrated Supports Star

Life Trajectory Worksheet

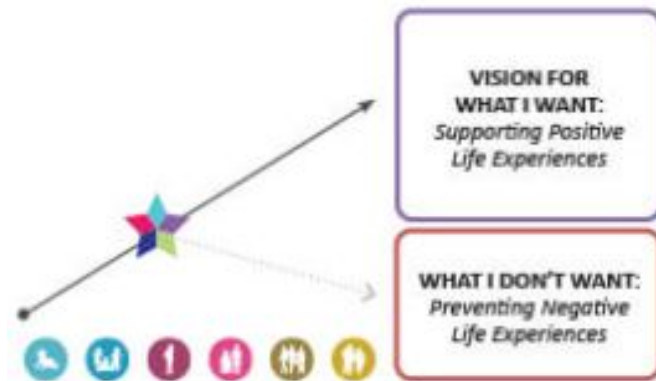
LifeCourse Framework

Our Core Belief: All people have the right to live, love, work, play, and pursue their own life aspirations.




- Focuses on ALL people
- Within the context of family and community
- Across the lifespan and life domains
- Achieving life outcomes
- Integrated services and support
- www.lifecoursetools.com

Trajectory to a Good Life



Portfolio - Family Perspective on Employment

**INTEGRATED SUPPORTS STAR | FAMILY PERSPECTIVE ON EMPLOYMENT**


Personal Strengths & Assets for Reaching Job/Career Goals

Technology for Reaching Job/Career Goals

Relationships for Reaching Job/Career Goals

Community Resources for Reaching Job/Career Goals

Eligibility Supports for Reaching Job/Career Goals

**LIFECOURSE PORTFOLIO | FAMILY PERSPECTIVE ON EMPLOYMENT**

NAME OF PERSON COMPLETING: _____ DATE: _____

ON BEHALF OF: _____

WHAT ARE MY FAMILY MEMBER'S SKILLS, POSITIVE TRAITS AND INTERESTS TO HELP WITH EMPLOYMENT:

WHY DO I THINK IT IS IMPORTANT FOR MY FAMILY MEMBER TO WORK:

WHAT ARE THE BEST STRATEGIES TO SUPPORT MY FAMILY MEMBER WITH EMPLOYMENT:


What are supports that work well and what does not? How do they learn best?

What helps them stay motivated? What is the best way to encourage them?

www.LIFECOURSETOOLS.com

Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com
© 2020 Customs of the University of Missouri | UMKC JED - May 2020

Portfolio - Family Perspective on Employment - page 2

**LIFE TRAJECTORY | FAMILY PERSPECTIVE ON EMPLOYMENT**

Past Life Experiences
List past life experiences and events that have prepared or supported my family member to get a job/career and be a good employee

Moving Forward
List specific steps I would like my family member to take toward reaching their job/career goal and how I might be helpful

List past life experiences that may have prevented my family member from reaching job/career goals or led them in an unwanted direction

List potential barriers or things to avoid that might get in the way of my family member reaching their job/career goals

My Vision for My Family Member's Good Life and Job/Career


My vision for my family member's job/career

My vision for a good life for my family member

What I Don't Want for My Family Member's Good Life and Job/Career

What I don't want for my family member's job/career

Not a good life for my family member

Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com
© 2020 Curators of the University of Missouri | UMRG IRG - May 2020

Family Perspective on Employment Example

- Skills, positive traits and interests
- Why is work important
- Strategies to support my family member
- What works well? What does not?
- How do they learn best?
- What helps them stay motivated?
- What is the best way to encourage them?

WHAT ARE MY FAMILY MEMBER'S SKILLS, POSITIVE TRAITS AND INTERESTS TO HELP WITH EMPLOYMENT:

He is highly motivated to earn rewards
He enjoys being mentally engaged in a task
He likes to sort, clean, organize, etc.
He can read, tell time, knows numbers, use a calculator
He can navigate on a computer and can learn new processes as needed for job - clocking in, printing pay stubs, etc.
He gets satisfaction from a job well done

WHY DO I THINK IT IS IMPORTANT FOR MY FAMILY MEMBER TO WORK:

To earn his own money, "unrestricted funds"
To be a part of the community
To get the self-esteem and satisfaction that comes from contributing to society
To have a community outside his family
To learn new skills
To take on more responsibility and be more independent

WHAT ARE THE BEST STRATEGIES TO SUPPORT MY FAMILY MEMBER WITH EMPLOYMENT:

What are supports that work well and what does not?

+Clear communication of expectations, offering choices where possible - like the order tasks are done, giving him control of as much as possible

How do they learn best?

Learn by demonstration, practice, and repetition, do with not for

What helps them stay motivated?

Remind of reward system, praise for doing well, setting the expectation for what completion looks like

What is the best way to encourage them?

Positive reinforcement, cheering him on, sometimes he likes it when you are silly with him, giving him words of support like "you got this," or "you can do it"

Family Perspective on Employment

Example - Star

Resources for Reaching Job/Career Goals:

- Personal Strengths and Assets
- Relationships
- Eligibility-Specific Supports
- Community
- Technology



Family Perspective on Employment

Example - Vision

- What is your vision for your family member's job/career?
- What is your vision for their good life?
- What don't you want for your family member's job/career?
- What is not a good life for your family member?

My Vision for My Family Member's Good Life and Job/Career	
<p>My vision for my family member's job/career</p> <ul style="list-style-type: none">-That he works in a place he enjoys doing work that is meaningful with people who value him and his contribution.-That he is able to be as independent as possible at work, supported by a job coach and co-workers.-That he can work several hours a week because he enjoys what he's doing.	<p>My vision for a good life for my family member</p> <ul style="list-style-type: none">-To live as independently as possible.-To enjoy the things that are important to him - his family and his movies-To have a community of people around him who care about him and support him - and maybe not all of them are paid to do so!-To have health and happiness, satisfaction, and feel connected to his community

What I Don't Want for My Family Member's Good Life and Job/Career	
<p>What I don't want for my family member's job/career</p> <ul style="list-style-type: none">-That he only works a few hours a week-He needs constant supervision from paid staff-He is doing busy work for a job, nothing meaningful-He doesn't have a community of support	<p>Not a good life for my family member</p> <ul style="list-style-type: none">-He lives in a situation where he is unable to experience independence-He is a "job" to someone, not a contributing person-He is not connected to family or a community

Family Perspective on Employment Example - Goals

- What happened in the past will impact the future
- The impact can be positive or negative
- Moving Forward column - Steps to grow and barriers to progress

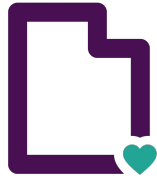
Past Life Experiences	Moving Forward
<p><i>List past life experiences and events that have prepared or supported my family member to get a job/career and be a good employee</i></p> <ul style="list-style-type: none">-Chores around the house since he was young - emptying the dishwasher, taking out trash, cleaning his room, cleaning his bathroom-Expectations for appropriate behavior in public-Does his own laundry-Helping with non-daily chores like cleaning out a space in the house, or working in the yard-Following directions-Understanding of relationship between how much something costs and having enough money to pay for it	<p><i>List specific steps I would like my family member to take toward reaching their job/career goal and how I might be helpful</i></p> <ul style="list-style-type: none">-Extending the amount of time he is able to focus at work so he can work longer/more hours-Learning new tasks to go along with his current job tasks to expand the things he is able to do-Continue looking for work at a movie theater as his first love is entertainment, especially movies-Make a connection between the \$ he earns and the things he can buy so work becomes less about earning rewards and more about earning money
<p><i>List past life experiences that may have prevented my family member from reaching job/career goals or led them in an unwanted direction</i></p> <ul style="list-style-type: none">-He had a traumatic brain injury that set him back severely in learning new skills and abilities, stopped his progress completely in some cases-He has been known to run away or leave without warning which makes it dangerous for him to work in certain places and to work without constant supervision-He has had outbursts in public spaces and even injured teachers at school making it concerning to be out in public-Low expectations of others as a result of the above	<p><i>List potential barriers or things to avoid that might get in the way of my family member reaching their job/career goals</i></p> <ul style="list-style-type: none">-Unpredictable behavior-Inability to communicate conversationally with others making it hard to interview for a job and preventing him from obtaining public-facing jobs-History of running makes him a flight risk at work and increases the need for supervision-Others not expecting much from him because he doesn't interact with them or seem like he can hear or cares about what's said to him

Check In and Challenge

- How do you think filling out the Portfolio can benefit you and your loved one?
- What concerns do you have about the Family Perspective on Employment Portfolio?

Challenge: Fill out the Family Perspective on Employment Portfolio

DSPD Employment Pathway Tool

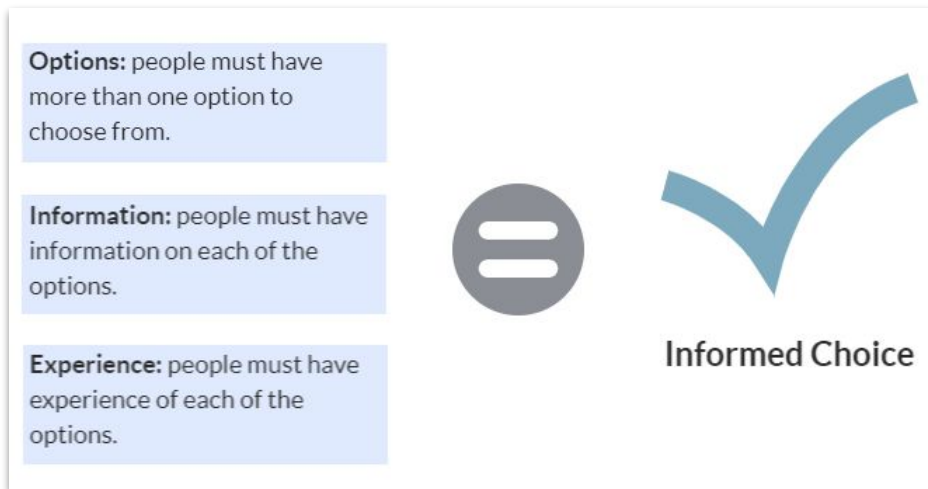


Utah Department of
Health & Human Services
Services for People with Disabilities



Why create *DSPD Employment Pathway Tool*?

- Guided conversation to reach informed choice →
 - Competitive and Integrated Employment (CIE)
- Provide a guide for each working age person based on current situation
- Provide personalized plans and recommendations for each person



What Pathway is right for me?

The DSPD Employment Pathway Tool has 4 Pathways:

- Pathway A: The person is unemployed and expresses interest in work
- Pathway B: The person is unemployed and expresses they do not want to work right now
- Pathway C: The person is working, but desires a change
- Pathway D: The person would like to maintain their position and continue to grow in their career

Pathway Questions and Discussion

- Discuss what work could look like for you
- Matching interest, desires and preferences to a pathway
- Share your thoughts about your job or future job

Pathway D: The person would like to maintain their position and continue to grow in their career

Section 2: Exploring Pathway D: What support does the person need to maintain their job?

Suggested question and prompts for Pathway D:

- ❖ Tell me about the things you are good at.
- ❖ What is the best part of your job?
- ❖ What do you do at work that makes you feel proud or important?
- ❖ Do you enjoy working with your co-workers? Your supervisor?
- ❖ Do you want more hours? How many more hours are you interested in?
- ❖ Do you have enough money and support to do the things you want to do?
- ❖ Specific to your job, are there new tasks or responsibilities you would like to try?
- ❖ What other jobs do you know about?
- ❖ What is your dream job?
- ❖ What new activities would you like to try outside of work?
- ❖ Is there another company you would like to explore for the future?
 - What work would you like to do there?

Summarize the employment conversation (What are the relevant details?):

Pathway Questions and Discussion

- Describe your work options
- Discuss information connected your interests
- Other community activities

Pathway A: The person is unemployed and expresses interest in work

Section 2. Exploring Pathway A: What can we do to gather information to identify the right job match?

Suggested questions and prompts for Pathway A:

- ❖ How will things change when you start working?
- ❖ What is important to you about work?
- ❖ Tell me about the things you are good at.
- ❖ What makes you feel most proud or important?
- ❖ Are there certain jobs or tasks you know you do not want to do?
- ❖ What relationships do you have in the community that could help you find the job you have chosen?
 - Are you interested in any of the jobs that your connections have?
 - If not, what types of jobs are interesting to you?
- ❖ What opportunities have you had for work experience?
- ❖ What do you think makes it hard to work?
- ❖ Do you have any fears about work?
- ❖ What did you like about working?
- ❖ Was there anything that you did not like about working?
- ❖ What type of job do you see yourself doing?
- ❖ What is your dream job?

Summarize the employment conversation (What are the relevant details?):

What Happens Next?

- Experiences and Exposure to Work
- Employment goals
 - Align with interest and activities

Section 3. Develop the Services and Supports for Pathway A

Suggested Next Steps for Pathway A: The person is unemployed and expresses interest in work

Person-Centered Planning

- Identify if: 1) work is a written goal in all settings and 2) the scheduled activities support the work goal.
- Adjust current services to ensure PCSP employment goals promote:
 - Independence from paid supports,
 - Building skills that easily translate to a worksite,
 - Self-advocacy,
 - Community and vocational participation, and
 - New or expanding social connections.
- Address any resistance from support team.
- Discuss how work will affect the person's social security benefits.
- Use life domain sections in the PCSP to inform job goals and activities.
 - Focus on strengths and address barriers to employment with an action plan as they surface.
 - Discuss possible accommodations.
- Network with family, friends, neighbors, and other contacts to seek out job shadow opportunities in the person's field of interest.
- Take classes to gain credentials, skills, education and training in a field of interest.

Transition Age (14-24): Person-Centered Planning

Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP)

Vocational Rehabilitation (VR)

If after completing these questions you would like to learn more about supported employment, find your local VR office at

<https://jobs.utah.gov/usor/vr/contact.html>

- Prepare to discuss with VR:
 - Potential positions of interest, talents, and strengths;
 - Prior work experiences and volunteer opportunities;
 - Current PCSP goals;
 - Anticipated action steps for the position of interest; and
 - Any known barriers or accommodations.

VR Services for All People with Disabilities

- Benefits Counseling
 - Utah Work Incentive Planning Services (UWIPS)-
<https://jobs.utah.gov/usor/vr/services/uwips.html>
- Assistive Technology
 - Utah Center for Assistive Technology (UCAT)-
<https://jobs.utah.gov/usor/vr/services/ucat.html>

VR Services for Eligible VR Clients

- Counseling and Guidance
- Diagnostic and Evaluation
- Restoration
- Assistive Technology
- Training
- Benefits Counseling
- Job Placement
- Life Skills and Travel Training
- Additional Services

<https://jobs.utah.gov/usor/vr/welcome.html>

What Happens Next?

- How will you use your resources?
- Update plan as needs change.
- Explore new or expand on interests and experiences.

Section 3: Develop the Services and Supports for Pathway D

Suggested Next Steps for Pathway D: The person would like to maintain their position and continue to grow in their career

Person-Centered Planning

- Update work-based goals and review all existing supports.
 - Address any changes needed to goals or supports.
 - Focus on maintaining the job, opportunities for advancement, and inclusive community activities.
- Discuss opportunities for progress such as:
 - Independence from paid supports,
 - Plan to fade direct job coaching;
 - Increases in wages and hours;
 - Expanded job duties or cross training;
 - Opportunities to grow professional and personal social connections; and
 - Continuing education opportunities to keep credentials current.

Transition Age (14-24): Person-Centered Planning

- Youth who are transition age (14-24) should have a Support Coordinator attending **Individualized Education Plan (IEP)** meetings as part of the Transition Team. In addition, an effort should be made to:
 - Align goals between VR, the school district, and the PCSP.

Vocational Rehabilitation (VR)

It is not recommended in this pathway to meet with VR. **If you still want to discuss VR resources, please move to Pathway C: "The person is currently working but desires a change"**

VR Services for All People with Disabilities

- Benefits Counseling
 - Utah Work Incentive Planning Services (UWIPS)-
<https://jobs.utah.gov/usor/vr/services/uwips.html>
- Assistive Technology
 - Utah Center for Assistive Technology (UCAT)-
<https://jobs.utah.gov/usor/vr/services/ucat.html>

Transition Age (14-24): VR

It is not recommended in this pathway to meet with VR. **If you still want to discuss VR resources, please move to Pathway C: "The person is currently working but desires a change"**

Youth who are transition age (14-24) could speak with a VR counselor about:

- Aligning PCSP, and school district goals with VR;
- Pre-Employment Transition Services (Pre-ETS);
- Customized Employment;

Check In and Challenge

Check-in

- How can this tool help you and your family member to have the employment conversation?
- How might the Portfolio and the DSPD Employment Pathway Tool be used together?

Challenge

- Complete an Employment Pathway Tool for yourself or with a family member

Questions?



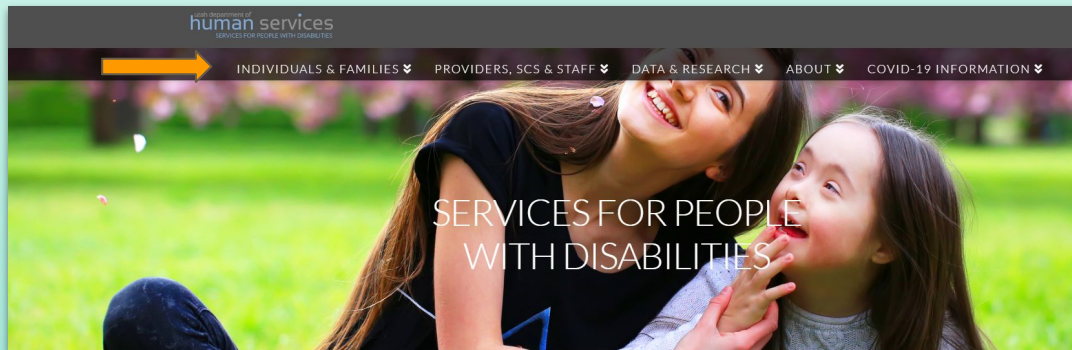
Resources

- DSPD Employment Pathway Tool Link; Pathway Tool Response Page
 - DSPD Webpage> individuals and families> Person-Centered Planning> Person-Centered Planning Tools

Charting the LifeCourse links:

- ?
- ?

DSPD Website: <https://dspd.utah.gov/>



SERVICES

Medicaid Waivers

Service Delivery Models

Support Coordination

Intermediate Care Facility (ICF)

Transition Program

Person-Centered Planning

Person-Centered Planning Tools

Blank Person Centered Planning Forms

- DSPD Employment Pathway Tool
 - DSPD Employment Pathway Tool
- Charting the LifeCourse (CtLC) Tools - Fillable PDFs
 - Life Trajectory for Exploring
 - Life Trajectory for Planning
 - Integrated Supports Star
 - Integrated Long-Term Support Needs (Calendar)
 - Exploring Decision Making Supports
 - Vision Tool - Family Perspective

- Other Planning Tools
 - DSPD Relationship Map (Fillable PDF)
 - Good Day/Bad Day by Helen Sanderson Associates

DSPD Intake Information

Explanation of the DSPD intake process and link to apply online available at: <https://dspd.utah.gov/intake-process/>

or call 1-844-275-3773 and choose the "Apply for Services" option to speak with an intake worker

*Spanish speaking intake workers are available

Coming Up ...

Drop in Session - May 24, 2022 from 10-11 am via ZOOM

For questions on Charting the LifeCourse tools:

Contact Lisa Wade (801) 272-1051 lisa@utahparentcenter.org or

Aubrey Snyder aubrey.snyder@usu.edu